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## By SEN. JACOB K. JAVITS

HERE IS a special problem connected with federal aid to education which bears discussion. Most children attend public schools, but a large number (31.5 per cent in our state) go to privately supported schools, mostly (26.2 per cent in this state) Catholic schools. Children attending parochial schools are equally Americans; they have their rights. But the Constitution, as interpreted by the Supreme Court and by Pres. Kennedy, forbids direct aid to such religious schools. This problem, above all, has blocked federal aid to education. It is a serious, intricate difficulty, involving deep emotions.

This problem cannot be helped by confused talk. Recently, my opponent was asked by the United Parents Assn., a group opposing parochial school aid, whether he approved such aid; his answer was a clear-cut no. Then he was questioned by Citizens for Educational Freedom, which supports aid to Catholic schools; his answer pleased them so much that they indorsed him.

I don't wish to believe my opponent is playing politics but prefer to believe he simply has not comprehended the complexity of this matter. He has not sat in Senate hearings listening to witnesses, with great logic and sincerity, argue diametrically opposed position.

What we really seek in this tortuous area is the national interest—that is to have the finest possible education for all children; a well-educated nation is the only hope for keeping the U.S. moving along a sensible path.

What does this mean in terms of practical legislation? We must put first things first. Most children attend public schools; these public schools badly need federal aid. Let us, therefore, enact legislation which accomplishes this and does so in a way that will become law.

The proper way to handle private school aid is legislation tied to the national interest where we can work out the special difficulties involved. I am for aiding private schools but am for aid which does not violate the Constitution. Such legislation should provide help for private schools in teaching subjects not concerned with religion but with the secular national interest and which, therefore, does not incur constitutional objections. Specifically, I propose that aid be devised according to the formula in the National Defense Education Act: aid to private schools for teaching of secular subjects like science, math, English, modern languages and physical fitness. These are subjects essential to our nation; they serve the national interest and merit federal aid.



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hatist and a realist, with an intuitive grace; an honorable compromise and cynical sellout; fidelity to lost causes for their own sake; he will not walk away from a fight he deems adverse and she has remained steadfast in endeavors that, for a time, seemed unlikely.

Her capacity for perpetual motion has anyone who has known her at all known and fastidious reactions to such events as life and death—even among families whom she loves. The basis of all good human behavior is few months ago, and she has tried to when she has felt the great issues were at hand and relentlessly. She has not been in power. She has fought many great fights, with the phrase, to "stare down fear." And in imparted strength to others who doubted her.

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The basic misconception, I repeat, has a wide-eyed woman totally lacking in her absorption with so many varieties of life. She would be the first to disclaim sainthood; she had overcome all the germs of vanity.

What she has done is to sense, more than world leaders, the quality of "quiet desperation"; many millions falter through life, and the power of self-respect and love that is the answer.

Mrs. Roosevelt has long worn a hearing aid; she has urged others afflicted not to be embarrassed but it is no mechanical contraption that has the murmurings of human discontent and become a hackneyed thing to call her the "Queen of the World." No one, however, has found a more unusual woman whose life has meant

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Progress may have been all right once.